DOCUMENT RESUME

ED 335 048 IR 053 678

AUTHOR Ediger, Marlow
TITLE The School Library and the Curriculum.
PUB DATE 91
NOTE 9p.
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Cooperative Planning; *Curriculum Development; Elementary Secondary Education; Learning Resources Centers; *Librarians; *Library Role; *Professional Development; *School Libraries; Workshops
IDENTIFIERS *Librarian Teacher Cooperation

ABSTRACT

School librarians have a vital role in improving the curriculum and assisting students to be happy, contented, and achieving individuals. Continuous progress of each librarian is a must through inservice education. Means of assisting librarians to attain well include: (1) a professional library with time set aside for reading and discussing ideas with other professionals in the school setting; (2) attendance at professional conferences to upgrade services provided by librarians locally; (3) a school librarians' newsletter to share trends and objectives with co-workers; (4) workshops to coordinate efforts of librarians and teachers; and (5) faculty meetings devoted to problem solving in the school curriculum. Librarians, teachers, and supervisors need to set goals cooperatively for each new school year. Methods of attaining each goal must be planned. Evaluation to determine if each established goal has been attained should involve those who are participants in determining a curriculum of excellence for students. (4 references) (BBM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350348

THE SCHOOL LIBRARY AND THE CURRICULUM

The school library and the curriculum should be integrated, not separate entities. Thus, to develop quality objectives, learning opportunities, and appraisal procedures, the holdings of the library can make tremendous contributions. The school library might well be conceived as being at the center of curriculum development. To separate the library from the curriculum has made for weaknesses in the educational program of students. There are numerous reference sources in a library which students need to achieve salient objectives. A variety of materials as learning opportunities are then available for students to acheive desired ends.

The school librarian needs to be a facilitator of student and teacher efforts to improve the curriculum. He/she must be highly supportive of innovation and change which emphasize an improved curriculum. The school librarian needs to reveal traits of being cooperative so that those involved in curriculum development may receive the best information and materials possible in teaching students. A friendly, helpful personality is needed to suggest library books and other reading materials, as well as audio-visual materials to students and teachers. Knowledge of diverse units and lessons taught by teachers is a must. The knowledge is utilized by the librarian to improve teaching-learning situations.

Inservice Education and the Librarian

Continuous, inservice education of school librarians is needed to improve the curriculum. A section of the public school library should

1205 3678

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marlow Ediger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

house professional journals and books, pamphlets, brochures, and audio-visual materials for inservice growth of librarians. Time needs to be available for each librarian to read, study, and analyze current literature on the school librarian. A comfortable setting for reading content and viewing audio-visual materials should be available. Librarians individually should have ample opportunities to share acquired ideas with other professionals in the school setting. The focal point of the discussion should be to improve library services for each student to achieve more optimally.

Second, librarians should be encouraged to attend district, state, and national professional meetings. The school district needs to pay expenses incurred for librarians to attend each meeting. Thus the school district is investing money to upgrade tasks and responsibilities of librarians. At the meetings, librarians need to select those sessions which assist in guiding students to develop, grow, and achieve. School librarians need to assist students to attain worthwhile objectives in the school curriculum as well as in the societal arena.

Third, a school librarians' newsletter needs to be in the offing. In the newsletter, each librarian may share ideas and techniques on methods of guiding students to secure needed reference sources. Librarians also could suggest ways to motivate students to utilize references in the library more frequently. Students need guidance to achieve well in school and society.

Fourth, workshops need conducting to integrate the school library and the curriculum. Thus libraries, teachers and supervisors in a general session of the workshop may identify vital problem areas. Each

problem needs evaluation in terms of being relevant and significant. Adequate time needs to be given in the general session so that participants may reflect upon each problem. Kuhlthau, Turock, George, and Belvin [1] wrote:

> In library and information science research appropriate theoretical frameworks are needed through which to view issues and problems. This research tested the usefulness of a model from diffusion of innovation theory for predicting the level of implementation of end-user searching. Roger's (1983) innovation-decision model . . . has been used by social science researchers in many fields to examine factors related to the adoption of new technologies. The model posits that innovations perceived by potential adopters as having greater degrees of certain attributes will experience more rapid rates of adoption and diffusion than other innovations. The attributes of the innovation include:
>
> 1. Relative advantage, or the extent to which the innovation is perceived as better than the practice that it supersedes;
> 2. Compatibility of the innovation with existing values, past experience and user needs;
> 3. Complexity, or the extent to which the innovation is perceived as easy to understand and use;
> 4. Trialability, or the ability to try out the innovation before making a full commitment; and
> 5. Observability, or the extent to which the benefits of using the innovation are visible to others.
>
> This model is notable for its focus on the role of the individual adopter on the innovation-decision process.

Following the general sessions, each participant selects to serve on a committee to work on solutions for the chosen problem. Within the committee, each member needs to stay on the topic being pursued, to participate fully but not dominate, to respect the contributions of others, and to present content to all members, not a few only. Optimal achievement by each committee member is a must.

Consultant service should be available to work with the diverse committees engaged in problem solving experiences. Materials and

sources must be available to assist participants to secure necessary information. Meals, appropriate furniture, and recreation must also become a part of the workshop. Librarians, teachers, and supervisors should get to know each other well in formal as well as informal settings. This knowledge should be utilized to develop a quality curriculum for students.

Progress reports from each committee to other committees is necessary as the workshop progresses. Participants then have opportunities to learn from the findings of other committees engaged in the solving of problems.

Each librarian has problems of his/her own to identify and solve. Thus, a third level of the workshop is individual endeavors by participants. With needed reference sources and consultant assistance, school librarians need to improve their roles in the curriculum. Students are individuals in terms of personal needs, interests, and purposes. Each librarian needs to provide for individual differences when assisting students. Henderson [2] lists the following focal areas of concern of the Library Administration and Management (LAMA):

> LAMA lays out its plan for action annually at its Midwinter planning session. Two years ago, we narrowed our focus to four priority areas:
> -- Continuing education -- seminars, debates, preconferences, regional institutes, national forums, etc.
> -- Joint ventures with natural allies (including nonlibrary) in the areas of education, publication, programs and public policy.
> -- Promotion of regional and state units working with library administrative and leadership issues.
> -- Recognition of outstanding library leadership and management.
>
> The next step is identification of specific goals within each area.

> To arrive at these goals, we will spend some time evaluation how effectively our current division activities tie into the priority areas and identifying what we can do to improve our overall effectiveness and efficiency in these areas. Once the goals are agreed upon, we can move into specific program plans for the next few years -- the strategies and tactics that will move us toward realization of our goals.

Fifth, faculty meetins should be conducted. The sequential meetings must center arround improved objectives, learning opportunities, and evaluation procedures for students. An adequate number of meetings should emphasize integrating concepts such as the school library and teaching-learning situations in the classroom setting. Library services offered should assist each student to attain more optimally.

Librarians, teachers, and supervisors individually need to have ample opportunities to suggest agenda items for each faculty meeting. The agenda should be available to particpants approximately two days prior to the faculty meeting. Items for the agenda must stress concepts such as importance, significance, and salience. The irrelevant and the trivia must be avoided.

Chairperson positions should rotate among faculty meeting participants. The chairperson needs to obtain participation from all involved in the faculty meeting. A truly democratic setting is desired and should be implemented when faculty meetins are held which center on optimal student attainment of objectives, planned as well as incidental.

Pertaining to standards for conducting faculty meetings on the role of the school librarian, Ediger [3] wrote:

1. Any faculty member should feel free to suggest items for an agenda pertaining to a future faculty meeting.

2. An agenda committee should select and arrange items in terms of perceived importance for a faculty meeting.
3. Membership should rotate on the agenda committee so that all faculty members may become actively involved in inservice education programs involving the use of faculty meetings.
4. The planned agenda should be in the hands of participants, approximately, two days before the faculty meeting will be held. Participants need ample time to think about possible solutions to items listed on the agenda.
5. Committes may be formed which can work in the direction of attempting to solve short-range as well as long-range problems.
6. Resources, such as professional reading materials as well as audio-visual aids, should be available to faculty members engaged in problem-solving activities.
7. Consultant service should be availalbe when requested by faculty members in a public school engaged in the solving of problems as identified at faculty meetings.
8. Items on the agenda may be modified or changed as indicated by participants at the faculty meeting.
9. Conclusions realized by committee members as well as the larger faculty should be implemented in the school setting if evidence warrants doint this.
10. Faculty members in the school setting should attempt to continually identify and solve problems in the school setting.

In Summary

School librarians have a vital role in improving the curriculum and assisting students to be happy, contented, and achieving individuals.

Continuous progress of each librarian is a must through inservice education. Means of assisting librarians to attain well include the following:

1. a professional library for librarians with set aside time for reading and discussing obtained ideas with other professionals in the school setting.
2. attendance at professional conferences to upgrade services provided by librarians locally.
3. a school librarians' newsletter to share trends and objectives with co-workers.
4. workshops to coordinate efforts of librarians and teachers.
5. faculty meetings devoted to problem solving in the school curriculum.

Librarians, teachers, and supervisors cooperatively need to set goals for each new school year. Methods of attaining each goal must be planned. Evaluation to determine if each established goal has been attained should involve those who are participants in determining a curriculum of excellence for students.

Many reference sources are needed for a quality school library; Jarolimek [4] lists the following:

BOOKS

Textbooks
Supplementary reading books
Picture books
Biographies
Historical fiction

SPECIAL REFERENCES

Encyclopedias
Maps and Globes
Atlases
Dictionaries
World Almanac
Charts and graphs
Yearbooks
Legislative Manuals
Who's Who in America
Junior Book of Authors
Statesman's Yearbook
Computers

REFERENCE AIDS

Card Catalog
The Reader's Guide
Bibliographies
COMCATS

MISCELLANEOUS MATERIALS

Advertisements
Magazines and Periodicals
Recipes
City and telephone directories
Labels
Guidebooks and tour books
Letters and diaries
Travel folders
Postcards
Newspapers and news clippings
Comic books
Pictures
Schedules and timetables
Pamphlets and booklets (such as those from the information services of foreign countries, superintendent of documents, consrvation departments, historical societies, art galleries)
Weather reports
Manufacturers' guarantees and warranties
Money, checks, coupons for premiums, receipts
Reviews, government documents

Selected References

Ediger, Marlow. The Elementary Curriculum, Second edition. Kirksville, MO: Simpson Printing & Publishing Company, 1988, p. 108-109.

Henderson, Susanne. "President's Message," Library Administration & Management. Vol 5, Number 1, Winter 1991, p. 2.

Jarolimek, John. Social Studies in Elementary Education, Eighth edition. New York: Macmillan Publishing Company, 1990, p. 253.

Kuhlthau, Carol C., Turock, Betty J., George, Mary W., and Robert J. Belvin. "Public and School Library Users," Libary & Information Science Research, Vol 12, Number 1, 1990, p. 5.